

Health Standards (DPI) – 2006 revision

Standard 1: Students understand the fundamental concepts of growth and development.

- Human Growth and Development
- Body Systems

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

- Personal Health and Wellness
- Disease and Illness
- Safety and Injury Prevention

Standard 3: Students understand the effects of external factors on the health of individuals, families, communities, and the environment

- External Influences on Health
- Health and the Environment

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

- Interpersonal Communication
- Conflict Resolution

Standard 5: Students demonstrate the ability to use decision-making and goal-setting skills to enhance health.

- Decision-Making
- Goal-Setting

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

- Access and Use of Health Information, Products, and Services
- Selection and Evaluation of Health Information, Products, and Services

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

- Communicating Health Information
- Advocating for Health

Health Standards (DPI) – 2006 revision

Standard 1: Students understand the fundamental concepts of growth and development.

Grade 6	Grades 7-8	Grades 9-12
<p>HUMAN GROWTH AND DEVELOPMENT</p> <p>6.1.1 Identify physical, intellectual, social, and emotional changes that occur throughout the life cycle (e.g., body changes, changes in thinking processes, changes in self-image)</p> <p>6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (i.e., the effect of stress on mental performance, the effect of self-image on relationships)</p> <p>BODY SYSTEMS</p> <p>6.1.3 Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system)</p>	<p>HUMAN GROWTH AND DEVELOPMENT</p> <p>7-8.1.1 Describe physical, intellectual, social, and emotional changes that occur throughout the life cycle (e.g., body changes, changes in thinking processes, changes in self-image).</p> <p>7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships).</p> <p>7-8.1.3 Explain the processes of conception, prenatal development, and birth.</p> <p>BODY SYSTEMS</p> <p>7-1.1.4 Identify the anatomical structures of the reproductive system.</p>	<p>HUMAN GROWTH AND DEVELOPMENT</p> <p>9-12.1.1 Explain physical, intellectual, social, and spiritual changes that occur throughout life, and how these changes differ among individuals, family, and community.</p> <p>9-12.1.2 Explain how physical, intellectual, social, and cultural factors influence attitudes toward sexuality.</p> <p>9-12.1.3 Describe the importance of prenatal and postnatal care to both parents and child.</p> <p>BODY SYSTEMS</p> <p>9-12.1.4 Evaluate the impact of personal health behaviors on the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STDs).</p> <p>9-12.1.5 Describe and explain the functions of the reproductive system.</p>

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

Grade 6	Grades 7-8	Grades 9-12
<p>PERSONAL HEALTH</p> <p>6.2.1 Describe strategies for stress management (e.g., breathing and relaxation techniques, avoiding personal stressors, time management)</p> <p>6.2.2 Explain characteristics and conditions associated with positive self-esteem (e.g., confidence, self-worth)</p>	<p>PERSONAL HEALTH AND WELLNESS</p> <p>7-8.2.1 Plan strategies for stress management (e.g., breathing and relaxation techniques, avoiding personal stressors, time management).</p> <p>7-8.2.2 Describe ways to improve self-esteem (e.g., personal achievement, community involvement).</p> <p>7-8.2.3 Explain how personal values and beliefs influence individual health practices and behaviors (e.g., nutrition, personal hygiene, abstinence).</p> <p>7-8.2.4 Describe how family history can have an impact on personal health(e.g., hereditary diseases).</p> <p>7-8.2.5 Explain the relationship between sexual behavior and personal health (e.g., STD/STI, pregnancy, HIV/AIDS).</p>	<p>PERSONAL HEALTH AND WELLNESS</p> <p>9-12.2.1 Assess healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention (e.g., active lifestyle vs. sedentary lifestyle, healthy diet vs. fad diets).</p> <p>9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support).</p> <p>9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).</p>
<p>DISEASE AND ILLNESS</p> <p>6.2.3 Identify the causes and prevention of common diseases and other health problems (e.g., asthma, diabetes, allergies, sexually transmitted disease, cardio-vascular disease)</p>	<p>DISEASE AND ILLNESS</p> <p>7-8.2.6 Identify the symptoms and treatment of common diseases and other health problems (e.g., allergies, communicable/non-communicable).</p>	<p>DISEASE AND ILLNESS</p> <p>9-12.2.4 Explain the importance of regular physical examinations in detecting and treating diseases early (e.g., self-examination of breasts or testicles and physical examination by a physician).</p>

	<p>DISEASE AND ILLNESS (cont.)</p> <p>7-8.2.7 Explain how school and public health policies can influence health promotion and disease prevention (e.g., tobacco and wellness policies).</p> <p>7-8.2.8 Explain the benefits of nutrition and physical activity as they relate to the overall well-being of individuals.</p>	<p>DISEASE AND ILLNESS (cont.)</p> <p>9-12.2.5 Describe how prevention and treatment of health problems are influenced by research and medical advances (e.g., recent improvements in the treatment of cancer, diabetes, and heart disease; advanced surgical techniques, HIV/AIDS)</p> <p>9-12.2.6 Describe the social, political, and economic effects of disease on individuals, families, and communities e.g., absenteeism from work and school, loss of income, epidemics of infectious disease).</p>
<p>SAFETY AND INJURY PREVENTION</p> <p>6.2.4 Explain the relationship between health behaviors and health risks (e.g., drinking milk builds strong bones, aerobic exercise lowers resting heart rate)</p> <p>6.2.5 Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose)</p>	<p>SAFETY AND INJURY PREVENTION</p> <p>7-8.2.10 Describe ways to reduce or prevent injuries (e.g., water safety, the use of appropriate safety equipment, obeying laws and procedures, understanding basic first aid).</p> <p>7-8.2.11 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death).</p>	<p>SAFETY AND INJURY PREVENTION</p> <p>9-12.2.8 Describe strategies for enhancing health and safety at home, in the community, and in the workplace (e.g., making an emergency evacuation plan for the home, locating and using an Automated External Defibrillator in the community, identifying proper lifting techniques for heavy objects).</p>

Standard 3: Students understand the effects of external factors on the health of individuals, families, communities, and the environment

Grade 6	Grades 7-8	Grades 9-12
<p>EXTERNAL INFLUENCES ON HEALTH 6.3.1 Explain how external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., role of family and culture in food choices; advertisements that promote or discourage tobacco use; effects of TV, the internet and video games on physical activity)</p>	<p>EXTERNAL INFLUENCES ON HEALTH 7-8.3.1 Describe how external factors (e.g., family, peers, culture, media, technology) affect physical, mental and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on Internet usage).</p>	<p>EXTERNAL INFLUENCES ON HEALTH 9-12.3.1 Identify how the community can influence the health of individuals (e.g., health information offered through community organizations, volunteer work at hospitals, community food banks). 9-12.3.2 Describe how cultural diversity enriches and challenges health behaviors (e.g., cultural differences related to health care and the treatment of disease, various food sources of nutrients available in different cultural and ethnic cuisines). 9-12.3.3 Explain how public health policies and government regulations influence health (e.g., food and drug labeling, safe food handling and production regulations, community immunization programs, regulations regarding waste disposal).</p>
<p>HEALTH AND THE ENVIRONMENT 6.3.2 Explain how the environment can affect personal health (e.g., second-hand smoke, air and water pollution, differences between rural and urban environments, available health care)</p>	<p>HEALTH AND THE ENVIRONMENT 7-8.3.2 Identify ways that physical environment influences the health of individuals (i.e., natural and man-made disasters, pollutants).</p>	<p>HEALTH AND THE ENVIRONMENT 9-12.3.4 Evaluate how a physical environment influences the health of individuals and the community (e.g., natural and man-made disasters, the application of pesticides and herbicides on agricultural products, environmental issues that affect the water supply and nutritional quality of food).</p>

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

Grade 6	Grades 7-8	Grades 9-12
<p>INTERPERSONAL COMMUNICATION 6.4.1 Describe social skills for building and maintaining positive relationships at school/work and home (e.g., positive communication, cooperation, respect)</p> <p>CONFLICT RESOLUTION 6.4.2 Identify strategies for coping with peer pressure (e.g., refusal skills, negotiation skills)</p> <p>6.4.3 Identify possible causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities</p>	<p>INTERPERSONAL COMMUNICATION 7-8.4.1 Describe effective verbal and nonverbal skills to enhance health (e.g., passive, assertive, and aggressive behaviors).</p> <p>CONFLICT RESOLUTION 7-8.4.2 Describe strategies for coping with peer pressure (e.g., refusal skills, negotiation skills).</p> <p>7-8.4.3 Describe possible causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and specific strategies to prevent conflict in such situations.</p>	<p>INTERPERSONAL COMMUNICATION <i>No new expectations at this level.</i></p> <p>CONFLICT RESOLUTION 9-12.4.1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>9-12.4.2 Explain why a particular strategy (e.g., role-play/group situations) is appropriate for a given situation (e.g., preventing, managing, or resolving interpersonal conflicts).</p>

Standard 5: Students demonstrate the ability to use decision-making and goal-setting skills to enhance health.

Grade 6	Grades 7-8	Grades 9-12
<p>DECISION-MAKING 6.5.1 Describe the consequences of decisions regarding health behaviors for oneself and others (i.e., tobacco, alcohol, drugs, nutrition and physical activity)</p> <p>GOAL-SETTING 6.5.2 Develop goals to sustain or improve personal health practices (e.g., identifying needs or health risks, employing personal strengths, applying appropriate skills and strategies)</p>	<p>DECISION-MAKING 7-8.5.1 Identify the steps of the decision-making process.</p> <p>GOAL-SETTING 7-8.5.2 Identify how personal health goals can be influenced by abilities, priorities, and responsibilities.</p>	<p>DECISION-MAKING 9-12.5.1 Apply the decision-making process as it relates to a healthy lifestyle (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome). 9-12.5.2 Identify situations that require individuals to work together in a collaborative decision-making process (e.g., fluoridated water in a community, television ratings in the home, natural disasters). 9-12.5.3 Identify alternative choices to health-related situations by understanding the short and long-term impacts (e.g., pop vs. water, smoking vs. non-smoking, seatbelt vs. not wearing a seatbelt, abstinence vs. sexual activity). 9-12.5.4 Explain decisions regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs (e.g., adverse consequences for individuals, families, and the community).</p> <p>GOAL-SETTING 9-12.5.5 Develop a life-long plan to sustain personal health (e.g., remaining drug-free, maintaining safe levels of cholesterol and blood pressure). 9-12.5.6 Assess the plan to address individual strengths, needs and risks and monitor progress toward the goal.</p>

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

Grade 6	Grades 7-8	Grades 9-12
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>6.6.1 Identify situations that require professional health services (e.g., depression, eating disorders, drug or alcohol usage)</p> <p>6.6.2 Develop a plan to budget time and money for work and leisure activities (e.g., prioritization, work/play)</p>	<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>7-8.6.1 Explain how to use community resources and services that provide valid health information (e.g., phone book, hotlines, clinics/hospitals, local clergy, school counselors, trusted adults).</p>	<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>9-12.6.1 Describe situations that require professional health services in the areas of prevention, treatment, and rehabilitation (e.g., diabetes, chronic depression, prenatal & postnatal care, alcohol or drug-related problems, child abuse).</p> <p>9-12.6.2 Describe resources to access valid and reliable health information, products, and services both in and outside of the community (e.g., reputable Internet sites such as Centers for Disease Control, MedLine and National Institutes of Health, Chamber of Commerce, or public health organizations).</p> <p>9-12.6.3 Describe one's financial responsibility for health care services (e.g., health insurance coverage, deductibles, premiums, care options).</p>

	<p>SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>7-8.6.2 Analyze the validity of common health information, products, and services (e.g., brand-name versus generic medicine, health fads, weight loss fads, tanning booths).</p>	<p>SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>9-12.6.4 Evaluate factors that influence personal selection of health care resources, products, and services (e.g., costs and benefits, consumer guide, advice from health professionals, the media).</p> <p>9-12.6.5 Identify local, state, federal, and private agencies that protect and inform consumers (e.g., Food and Drug Administration [FDA], Environmental Protection Agency [EPA], United States Department of Agriculture [USDA] North Dakota Department of Health, North Dakota Attorney General's Office, County Health).</p> <p>9-12.6.6 Determine criteria to evaluate health information, products, and services (e.g., research using medical journals, consumer health sources, research institutes).</p>
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Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

Grade 6	Grades 7-8	Grades 9-12
	<p>COMMUNICATING HEALTH INFORMATION 7-8.7.1 Identify myths/facts related to health issues e.g., pregnancy, HIV transmission, drug use).</p> <p>ADVOCATING FOR HEALTH 7-8.7.2 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work with others to advocate for healthy individuals, families, and communities (e.g., classroom pedometer activities).</p>	<p>COMMUNICATING HEALTH INFORMATION 9-12.7.1 Apply strategies to express information and opinions about health issues (e.g., utilizing peer and societal norms, data, surveys).</p> <p>9-12.7.2 Apply strategies for adapting health messages and techniques to a specific target audience (e.g., translating information from a health text to language appropriate for peer education).</p> <p>9-12.7.3 Evaluate the effectiveness of a communication method used to deliver health information (e.g., public service announcements, television or magazine advertisements, web sites).</p> <p>ADVOCATING FOR HEALTH 9-12.7.4 Explain a way in which individuals can improve or sustain community health initiatives and/or services (e.g., exercising voting privileges on health-related matters, assisting in the development of health policies or laws, evaluating community health services, and presenting concerns to legislators).</p>

		<p>ADVOCATING FOR HEALTH (cont.)</p> <p>9-12.7.5 Develop strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning, health fair projects).</p> <p>9-12.7.6 Apply strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning, health fair projects).</p>
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